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ABSTRACT

This curriculum guide was prepared to assist community college administrators in the development of an education and training program for persons who desire to become directors of volunteer programs and for those currently so employed who desire upgrading or retraining to meet new trends. Following a brief discussion of the need for trained volunteer services administrators, the document considers the following issues: the kinds of students such a curriculum will attract; the kinds of knowledge, attitudes, skills, and abilities needed for social/human services work; why people volunteer; the tasks of the director of volunteer services; faculty responsibilities; student recruitment; the administrative organization of the program; resources available for program planning; articulation; and the basic concepts of the program. The remainder of the document consists of a general introduction to the issues and decisions involved in planning the curriculum and a curriculum outline. The curriculum outline contains course descriptions and performance objectives for each of 12 modules. An extensive bibliography is appended. (DC)

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VOLUNTEER PROGRAM MANAGEMENT

A Suggested Community College Curriculum

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CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

SACRAMENTO, CALIFORNIA

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FOREWORD

This VOLUNTEER PROGRAM MANAGEMENT curriculum guide was prepared in response to a request from directors of volunteer services at the State agency level as well as directors from the many and varied community based agencies. Prior to writing the guidelines two workshops were co-sponsored by the California Hospital Association and this office. Approximately seventy representatives from volunteer agencies and Community Colleges debated the issues. The general recommendation was to continue work toward completion of the guidelines but to also provide in-service training on implementation of the program to a select number of Community Colleges.

The San Diego Community College District received Vocational Education Act funds to hold six workshops. Five Community Colleges (Indian Valley, Long Beach, Los Angeles Valley, Riverside, San Diego Mesa, and West Valley) were selected on the basis of initial interest in the program plus being located in a geographical area populated by a large number of agencies utilizing volunteers. Mrs. Arty Trost, Project Director, and members of the Steering Committee offered the in-service training. Additional input for this guide was obtained at each of the workshops.

This suggested curriculum reflects the expertise of those persons who direct volunteer programs. This guide was prepared to assist Community College administrators in the development of an education and training program for persons who desire to become a director of a volunteer program or for those currently employed who desire upgrading or retraining to meet new trends.

Leland P. Baldwin
Assistant Chancellor
Occupational Education

PREFACE

Educational opportunity must meet the demands of the changing scene in California Life, technologically, socially and culturally. Community Colleges offer education and training with emphasis on student needs. This new era of education is concerned with programs related to the helping services. An example is the new program to train and educate persons to become directors of volunteer groups.

Increasing unemployment, the lowering of retirement age, a lengthened life span, and people enjoying health and vigor in their senior years are only a sampling of the reasons people volunteer their resources of human potential to help others. The increasing complexity of defining the need for services and identifying the most effective resources has resulted in the need for coordination and planning. The Director of Volunteer Services is one step on the career ladder of this new occupational area. Legislation at the federal and state level affecting volunteers is under consideration, particularly to provide appropriate recognition of the social benefits derived by the community.

The VOLUNTEER PROGRAM MANAGEMENT curriculum is essentially multidisciplined and suggests team teaching by faculty of social/human services, business management and supervision programs. The need for expertise in this field for faculty teaching the specific courses is readily apparent.

Sidney W. Brossman, Chancellor
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VOLUNTEER PROGRAM MANAGEMENT

Guidelines for Community College Curriculum Development

Introduction

The Volunteer Program Management curriculum was developed to educate and train persons to be effective and efficient administrators of the numerous volunteer programs in community-helping institutions and agencies throughout the state. The field of volunteerism has shown an enormous increase during the past years in both scope and types of services. This increase has created a demand for adequately trained individuals to provide consistent supervision and direction, thus fulfilling the accountability and availability required of management positions.

Most agencies employ full- or part-time directors of volunteer services. The director is essential for an effective and efficient volunteer program and the person who can profit most from an educational program provided by Community Colleges. In Riverside County, a poll of agency opinion indicated that "effective volunteer programs in the area of direct service will come about when there are coordinators of volunteers and when these coordinators have had some specific training toward effectvely fulfilling their jobs."1/

The following examples indicated the need for trained directors of volunteer services. During 1972-3 a social welfare survey showed that 45,000 welfare recipients were served by 12,000 volunteers. These volunteers were supervised by 40 full- and part-time directors.

There are 200,000 hospital volunteers serving the 600 hospitals in California. Of these approximately 200 have paid directors of volunteer services. In December, 1972, the California Youth Authority surveyed 69 correctional agencies. At that time 20 full-time and 12 part-time coordinators were supervising more than 9,000 volunteers.

ACTION is a government agency with the motto: helping people to help themselves. Created by the President and Congress on July 1, 1971, ACTION unites federal volunteer agencies into one single effort. Funded by ACTION are volunteer groups headed by directors. These groups include RSVP (retired senior volunteers), VISTA (volunteers helping America's poor), SCORE (retired executives), ACE (active executives).

To further indicate how volunteerism is increaseing: Business and industry recruits volunteers for community service through banks, telephone companies, airlines, etc. Justice agencies utilize volunteers in the county jail "diversion" programs, halfway houses, and drug prevention programs. Scores of volunteers help in school and public libraries. There are 39 Volunteer Bureaus and Voluntary Action Centers throughout the state. In addition, there is an increasing involvement of volunteers in traditional county health departments, as well as mental health programs. Thousands more are working in United Way agencies, Red Cross, Heart Association, Easter Seals, and other community service groups.

1/ Riverside Planning and Volunteer Center - A Voluntary Action Center, 1971.

In order to properly carry out their functions, each agency has great diversity in types of work, as well as levels of work. Types of work range from support of office personnel, to making decisions, to helping solve probelms of various persons in the community. These jobs range from direct services, to group interaction, to leadership.

In many instances the agencies utilizing volunteers employ directors or managers. The director has the job of training volunteers, working with professional staff and board members. The director is actively responsible for the over-all conduct, direction, and supervision of the volunteer program; and may, also, be responsible for board and advisory committee training.

Directors of volunteer services now in the field have varying educational background - high school diploma through master's degree. Some are persons retired from a profession who want to continue to find personally satisfying opportunities, to be usefully involved in community life, and to contribute a full measure of their talents, abilities, and experience. However, some community service professionals realize they need more skills to be effective in this emerging field. Retired social workers, doctors, and psychologists have discovered their education focused largely on work with individuals rather than complex organizations and communities. The job of director of a volunteer program focuses on organizational change, effective community planning, and program development. Directors must understand the process of social change and have skills to bring the planned change into being.

Many positions have, in the past, been filled by persons whose experience is not in the field of volunteerism or by volunteers who have come up through the ranks of individual agencies without any specialized administrative training. Some large agencies assign director duties to staff as part of their existing caseload. To satisfy the needs of persons from such a variety of backgrounds, it is suggested that Community Colleges offer the Volunteer Program Management curriculum as an associate degree program, and also give a Certificate of Proficiency to those who successfully complete the "core" coursework.

BACKGROUND AND CONTEXT

Historical Background

Today's volunteers are carrying on a great tradition in American life. Volunteerism has been an accepted part of community life ever since the barn raising activities of the early colonists. The contribution of time and energy to help others, to organize and serve in community and religious causes has been an historic factor in the growth of the United States. The pioneers in virtually every human service field, from medical care to welfare to probation to education, were volunteers; laymen who saw unmet human needs in their own communities and moved to help with them.

These volunteers, motivated by religious precepts and humanitarian concerns, established and operated settlement houses, children's homes, services for individuals and families, and many other agencies of assistance. As the problems of industralization and urbanization multiplied, these early agencies began to employ facilitating staff. As the concepts of social welfare, criminal justice and statutory education became more institutionalized, participation of the volunteer in direct service declined as professionalism emerged. The volunteer withdrew from the client and served on boards and committees, making policy and planning decisions and serving as fund raisers.

However, by the early 1960's, the pendulum began to swing back, and more and more service volunteers were recruited to strengthen agency programs. Volunteers began to take on more importance in the cultural and visual arts, in legislative affairs, and in almost every segment of American life.

Considerable impetus to the voluntary action movement has been given by the federal government. The 1967 Social Security Act amendments mandated the use of volunteers in state public welfare plans by July 1, 1969. The Early Childhood Education Act also mandated the use of volunteers in the schools. President Nixon established the Office of Voluntary Action to encourage and stimulate more widespread and effective voluntary action for solving domestic problems. The non-profit National Center for Voluntary Action, financed through voluntary contributions, was formed to educate and assist individuals and groups about the possibility of volunteer service. The Association of Volunteer Bureaus of America, a non-profit organization affiliated with United Way, serves member agencies to bring prospective volunteer and utilizing agency together to fulfill needs, i.e., accreditation and communication. They also offer many forms of training for volunteers, staff and the community.

As Alexis de Tocqueville noted in Democracy in America, Americans have a proclivity for inducing their fellow men into voluntarily espousing causes. In Reclaiming the American Dream, Richard Cornuelle identified churches, labor unions, foundations, business associations and charitable bodies as the "independent sector" which provides a "third force" to counterbalance government and private enterprise. And Eva Schindler-Rainman and Ron Lippitt, in their book The Volunteer Community, say that:

A democratic social system--nation, state, community, organization or group--must depend to a high degree on the volunteered time and energy of its members for its maintenance, stability, growth and development.2/

Objectives

The objectives of this occupational education and training program in Community Colleges should be two fold:

1. Inservice: A program of study to suit the needs of employed volunteer program directors in order to update and improve skills, knowledge, and attitudes.

2. Preservice: A program of study to attract persons of varying ages to prepare them for employment as directors of volunteer programs and to provide the background and training to permit continued self-improvement. These could be persons new to the field or those serving in the role of volunteer coordinators as volunteers.

Occupational education and training for directors consists of broadly based competencies in the field of social/human services. Coursework must be of sufficient depth that the graduate may be employed in one of the cluster of related work opportunities. Functional competence in the volunteer program management curriculum has the following components:

The training should provide the graduate with basic skills involving the abilities to analyze organizational problems to facilitate planned change in organizations; to relate and coordinate fragmented community resources; to aid planned changes in community life; and to develop and channel volunteer effort.

The Community College should provide an educational environment that promotes, stimulates, guides, and develops positive attitudes toward openess to change and an understanding of multicultural differences. The curriculum should be so structured and presented that development of attitude is an integral part of the education, training, and life experience of the student.

Who Are the Students?

The Volunteer Program Management curriculum has been designed to meet the needs of persons from a variety of backgrounds. It is anticiated that there are four basic categories of people who would be interested in V.P.M.

2/ Eva Schindler-Rainman and Ronald Lippitt, The Volunteer Community. Washington, D.C.: NTL Learning Resources, 1971) p. 43.

1. Those expereinced in volunteerism and oriented toward continuing education.

2. Those experienced in volunteerism and interested in immediate employment.

3. Those without experience, but interested in becoming a program coordinator.

4. Those without experience, but interested in employment and advanced education.

General abilities needed by all volunteers include communication skills in speech, composition, and reading; ability to give and follow oral or written directions; ability to use good judgement in directing others to work safely; ability to learn new skills; ability to listen as well as hear.

It is essential that directors of volunteer services possess adaptability, flexibility, self-awareness, self-discipline, creativity, and have a sense of responsibility. They should also possess the desire and capability for continued education to meet the changing needs of the community-helping services.

Knowledge, Attitude, Skills, and Abilities

The Community College program for Volunteer Program Management is primarily occupational education to train persons to administer and manage volunteer programs in a variety of agency contexts. The curriculum, although multidisciplinary in nature, should be offered through a department of social/human services, psychology, or public services. Knowledge needed for the social/human services can best be presented in the following contexts:

1. The history, philosophy, and evolution of volunteer service.

2. Theory and concepts of volunteerism, voluntary action, and volunteer services.

3. Understanding the problems of, and the benefits to: persons receiving service, the volunteer, the agency, organization or institution, and the entire community.

4. The basic principles of organizing and developing volunteer programs: the power structure, center of influence, and relationships needed.

5. An understanding of the various community resources, their organizational structure, and referral services.

6. Familiarity with cultural differences and the widely divergent roles and assignments that can be assumed by volunteers.

7. Familiarity with procedures and methods related to recruitment, selection, training, supervision, and evaluation of volunteers and the program.

8. Understanding of the trends and issues which are currently of concern to volunteerism.

Attitudes

Students bring their culture and the philosophy of their ethnic group to the educational experience. Although maintenance of one's culture and innate integrity and ability is primary, students must be exposed to attitudes explicit to the helping professions: to believe passionately in people, to believe in the elimination of inequities, to believe in the concomitant responsibility of persons to contribute to society. Such attitudes expressed in the context of voluntarism are:

1. An appreciation for the various contributions that can be made to improve social problems through volunteer efforts.

2. An appreciation of the validity and positive value of volunteer services as an activity.

3. Acceptance of the ability of volunteers to assume responsible assignments and participate in a wide range of community/people (social/human) services.

4. Recognition of the volunteers as performing roles of direct service: administrative assistant, policy formulator, innovative catalyst, and change agent, and being an integral member of the planning process.

5. Belief in the potential for planned social change through a process.

6. Commitment to an Affirmative Action policy in the recruitment and selection of volunteers.

7. Acceptance of the necessity to carefully organize volunteer programs, including the organization of methods and procedures for recruiting, selecting, training, evaluating, and supervising of volunteers.

Skills and Abilities

Skills and abilities are interrelated. Basic abilities for this program are: how one uses his knowledge of the helping process; the interpersonal skills developed by working with people; specific skills related to assignments in various agencies. More specific skills are related to:

1. Fund development, grantsmanship.

2. Making a task analysis, writing a job description, securing board and administrative staff approval.

3. Being a catalyst in the planning process.

4. Developing goals and management objectives for the various levels of activity.

5. Designing a training curriculum.

6. Techniques of evaluation.

7. Techniques of supervision.

8. Techniques of interviewing, analyzing, problem solving.

9. Matching volunteers skills and abilities with agency needs.

DEFINITION OF TERMS

Community College

Although some groups retain the title of Junior College, the present usage of "junior college" had different meanings in the literature. This confusion is compounded by substitution terms such as "community junior college," "city college," and "public junior college." The term "community college" has generally become recognized as a public institution which attracts most of its students from its surrounding area, and develops a wide variety of courses and programs of study in response to the needs of the local community. Thus the term "community college" in this document is defined as a post-secondary, two-year degree granting institution.

Volunteer

An individual who freely contributes his services without financial gain to a functional sub-community. Although transportation, lunches, or other items incidental to the volunteer's activity may be reimbursed, the activity itself is performed without pay.

Volunteerism

The activity of volunteers; the entire scope of volunteer services performed without pay.

Voluntarism

The philosophy of volunteerism; the theoretical underpinning; things done voluntarily; uncoerced activity.

Director of Volunteers (see the Career Lattice in Appendix)

The chief administrator of a volunteer services department, with responsibility for planning, developing, and implementing policies, standards and procedures of volunteer participation. Although this is emerging as a paid professional position, it is also performed by volunteers.

Functional Sub-communities[3/]

One way to look at the volunteer world is to divide it by the functions of the community, in each of which there are needs and opportunities for volunteers. These functional sub-communities include:

3/ The following was taken directly from the book The Volunteer Community. op. cited, p. 44-45.

1. The recreation and leisure time community (public and private recreational and leisure time efforts, as well as commercial and business recreational efforts.)

2. The cultural community (both public and private cultural efforts including the arts, dance, music, writing, drama and museums.)

3. The educational community (public, private, and parochial schools, and both formal and informal adult education.)

4. The economic community, including private business.

5. The political community, including governmental functions as well as political organizations.

6. The welfare community (private and public welfare efforts and some union efforts in relation to the welfare of the worker).

7. The religious community.

8. The health community (public, private and business health facilities and opportunities.)

9. The social control community, including police, court, probation, corrections, and parole efforts and activities.

10. The mass communication community, including TV, newspapers, radio, and other varieties of mass communication.

11. The physical, goegraphic or ecological community, including opportunities for volunteers to serve as physical planning aides, newcomer welcomers, statistical documenters, etc.

THE PROGRAM

In May, 1969, a National Program for Voluntary Action was created by executive order. The purpose: to effectively use voluntary actions in connection with federal programs dealing with urban living and poverty problems.

To build a valid volunteer service program, basic responsibility and commensurate authority must be designated. This position has been identified as a Director of Volunteer Services.

A volunteer services program in any agency should incorporate four essential steps of implementation:

1. Build a Framework: Establish specific program goals to supplement and complement the services provided by paid staff; establish an organizational framework; identify specific classifications of volunteers, and define the jobs they are to perform.

2. Enlist Volunteers: Develop recruitment and selection policies identifying the methods and criteria to be used in order to secure volunteers from all segments of the population.

3. Train the Individuals: Provide orientation and continuing training for both paid staff and volunteers, provide continuing guidance and supervision to the volunteers and staff.

4. Evaluate the Program: Establish controls and data collection procedures in the program to serve as a basis for evaluating the volunteer services program. Evaluation provides the framework for operational change and development. (from: Volunteers in Public Welfare, The California Story 1962-1974.)

Why People Volunteer

This program is designed to train persons who coordinate groups of volunteers; volunteers who sincerely wish to perform a service to others for which there is no monetary compensation.

"Willing" volunteers desire to become responsibly involved in the real problems and needs of society and the community. It has been found that donated services to public institutions improve the quality of the institution's program for the community. An example of "willing" volunteerism is when one volunteers time to the school, the hospital, or other institution. Many times this traditional volunteer work is directly related to needs of a member of the volunteers own family. The 70's have produced new types of volunteers and services.

An increasing amount of leisure time as a result of automation in both home and office has created a desire for persons to volunteer their services. Executives of corporations volunteer service during business hours. Time will come when the company will release other employees, on office time, to contribute a gift of services to a day-time agency needing volunteers. The new experiences and change from daily routines may provide the stimulation to create an awareness that will boost employees morale and company benefits.

The challenge is for organizations to find ways to evaluate the benefit of volunteer service in order to sell business and industry on releasing employees for volunteer activities.

Early retirement and increased personal health have motivated many persons to seek new avenues to satisfy their deeper needs for personal contact and use of their skills and ideas. The "young" senior citizen is a potential resource for the many volunteers being sought today. The retiree has a desire to be "retreaded" not retired. Volunteering services provides therapy to meet the need to be be needed.

Newcomers to a community are another group who find volunteering a personal help to meet others. Students also find volunteering helps them become involved quickly in campus activities as well as to help them make career choices.

Judges are assigning volunteer work as an alternative to a fine or probationary sentence for juveniles and adults. Persons who have been emotionally disturbed find in volunteering a path back into the community. Directors of volunteer programs are indeed challenged.

Tasks of the Director

The tasks of the director of volunteer services should be related to the needs of the particular employing agency. Each course of study should be designed and presented with learning objectives so that the student will be able to identify the relationship between the learning process and the job. Task statements, expressed as learning objectives, can be stated as the knowledge and ability to:

- Recruit, screen, interview and place volunteers to match their interests, abilities, and physical capacities as nearly as possible. Volunteers should not displace employed workers or impair existing contracts for services.
- Plan goals, objectives, and evaluation for the entire program (to include training and orientation).
- Develop the instrument and complete a needs assessment of the community that will form the basis for a volunteer program.
- Develop a budget and yearly financial statement.
- Make decisions which will facilitate problem solving.
- Write proposals and reports.
- Act as the liaison between the community and the agency, the board, the community, and the agency; the volunteer program staff and the agency staff.
- Plan for various social functions.

- Serve in a bilinigual, bicultural capacity.
- Conduct and interpret research studies.
- Interact on a personal relationship basis that will contribute to social change efforts.
- Develop a program of Affirmative Action.
- Supervise individuals and teams of volunteer workers.

Pre-Planning

Successful results for an occupational education training program requires pre-planning in a vareity of areas. Such pre-planning will be most effective if done in close coordination with the Chancellor's Office, California Community Colleges, prior to application for program approval.

Administrative Support

It is essential that the administration be in sympathy with the program and support it both financially and administratively. Placement of the program in the correct department is important. The program should have autonomy, however structured. This program would be more successful in a department that emphasizes career education, such as a department of Public Services or Human Services. The program is multidisciplinary; courses have business administration, public administration, and social services components. This broad orientation will take administrative decision making and support to fashion a cohesive program.

The Volunteer Program Management curriculum outline should be listed separately in the college catalog. Students must clearly understand the core course work and the certificate or associate degree options.

Conclusions

The program should be 1) developed under the jurisdiction of the Dean of Occupational Education; 2) given autonomy in the college catalog under the separate heading of Volunteer Program Management; 3) given strong administrative support by: a) providing adequate funds from the occupational education budget of the college; b) appointing a competent coordinator with ample time to develop a complete curriculum; c) establishing an Advisory Committee.

Advisory Committee

Community involvement and support are essential aspects of program planning and implementation. The community's needs for the program is determined by an Advisory Committee. The Advisory Committee should be composed of representatives from volunteer agencies and institutions in the public sector, the voluntary associations, the business sector, volunteers in government and volunteers in business.

Counselors, personnel from parallel programs in four year colleges, and those from the employment department may be also represented.

The committee assists in the development of curriculum to meet both immediate and long term needs. They should provide resources for student placement, help in recruiting students and placing graduates in jobs. The committee members keep the college informed of community changes and interprets the local college to the community. Members usually serve two terms, are unpaid and act in an advisory capacity as interested citizens. Though they have no legal status, they provide invaluable assistance.

The Dean of Occupational Education ordinarily serves as chairman of the Advisory Committee. Members are busy people and meetings should be called when business is to be done, generally two or three times yearly.4/

Faculty

The person designated by the administration of the college to be the program coordinator should have full time faculty status. His primary responsibilities include determining the need for the program, implementing the pre-planning process, and giving continuing cohesion and coordination to the program. Initially this program will attract persons presently employed. Although the program is occupational education and training it may be offered through the continuing adult education evening divisions. Faculty must have expertise in the field of volunteerism, having served as director of volunteer services for two or more years plus having the educational qualifications for credentialing. To find persons who have taught such courses at the college level may be difficult since so few programs exist. The college may need to rely on local agencies for part-time faculty. Basic criteria for instructor choice is implied under the section Knowledge, Attitudes, Skills and Abilities.

Responsibilities for Community Colleges for Education of Volunteers

Potential students indicated their desires for short-term course work. The module format of this guide helps the faculty provide course material presented as independent one unit courses. Each module is approximately six weeks in length with the class meeting one hour each week. Or the eighteen hour module could be presented in a more concentrated institute form. The only limiting factor in the number of modules offered per semester is the number of students recruited and faculty availability.

Essentially the Volunteer Program Management is occupational education. Many students will take the core courses and request a certificate of completion. There will also be students who enroll in the program as part of an associate degree. The challenge to the college is to encourage and coordinate this program to meet the needs of all students whether they wish to receive a formal associate degree, transfer to a four-year college, gain new skills, or upgrade old skills.

4/ For further information on Advisory Committees, see The Advisory Committee and Vocational Education, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.
Rierideau, Albert J. The Role of the Advisory Committee in Occupational Education in the Junior College, Washington, D.C.: American Association of Junior Colleges, 1967, 75pp.

Resources Available for Planning and Administering the College Program

Besides the Advisory Committee, other resources to strengthen the program should be explored. These include professional organizations such as the Association of Volunteer Bureaus of America, the National Center for Voluntary Action, local Volunteer Bureaus and Voluntary Action Centers, the American Association of Volunteer Service Coordinators, local chapters of Directors of Volunteers in Agencies, regional associations of directors of volunteer services with health care institutions.

Other resources are educational organizations such as the American Association of Community and Junior Colleges and the Council of Social Work Education; state and federal government departments who will assist in planning, securing materials for schools, and indicating resources for extra funds; and local groups and individuals concerned with volunteer services.

Student Recruitment

Student recruitment for Volunteer Program Management can be innovative. Professionals in the field can discuss the program with volunteers who have administrative ability. Agencies which utilize volunteers can be approached and encouraged to send qualified volunteers and/or paid personnel. Agencies which already employ a Director of Volunteer Services can be encouraged to send them for additional education.

Basic Concepts of the Program

The director of a volunteer program should be skilled in community development in the broadest sense. The curriculum should cover the following basic content:

I. Introduction to the Development and Management of Voluntary Effort

1. History and philosophy of volunteerism
2. Societal trends affecting volunteersim
3. Motivational dynamics of volunteerism
4. The voluntary association: its purpose and function
5. The volunteer in public agencies
6. The volunteer in the business community
7. Legal aspects of volunteer services
8. The lay advisory or governing board: its organization and role
9. The role of the Director of Volunteers
   a. Management and decision-making functions
   b. Relationships within the agency: Board, paid staff, volunteers and clients
   c. Relationships outside the agency: public, private and business sectors
10. Resource materials

II. Community Development and Fundamentals of Program Development

1. Process of planned community development and program development
2. Definition of community systems and subsystems: problems incurred
3. Causes of dysfunctions
4. Needs assessment for program development
5. Analysis and development of goals and objectives for program management
6. Interagency collaboration
7. Role and function of the volunteer in relation to change efforts
8. Time management
9. Integrating paid staff and volunteer efforts
10. Financing: grantsmanship, fund-raising, budgeting

III. Program Management and Maintenance

1. Study of the needs of the agency, client and volunteer
2. Setting goals and objectives
3. Development of volunteer positions
4. Recruitment
5. Orientation and training: design and implementation
6. Supervisory skills
7. Communication skills
8. Maintaining motivation
9. Planning and running creative meetings
10. Board training and development
11. Different kinds of volunteers
12. Awards and recognition
13. Record keeping
14. Program evaluation

IV. Organizational Change

1. Process of organizational change, with emphasis on planned change
2. Organizational analysis, covering organizational dysfunction
3. Change strategies
4. Organizational resistances to change
5. Group processes within the organization: formal and informal
6. The Director of Volunteers as a change agent
7. Developing alternative approaches

Articulation

The Volunteer Program Management curriculum is closely related to the social/human services program. Courses are specific in nature and should have the basic underlying components of volunteerism thus differing from the social/human services generalist curriculum. There is a possibility that some modules may be accepted as fulfilling the broad interpretation of the Articulation Agreement drafted by the Liaison Committee on Public Services--Social Work Education, of the Articulation Conference, January 16, 1973.

There will be students who have completed higher education degrees but desire the specific education and training this curriculum offers. In such cases neither articulation or course credit is meaningful. They will desire a certificate of completion.

In most instances, however, students will apply for credit toward a formal degree. Counselors should emphasize the need for students to complete the core curriculum plus the general education and support courses. The support courses relate to the supervision curriculum and provide the basic skills that increase employment potential. The recommended courses are:

Elements of Supervision
Oral and Written Communications for Supervision
Human Relations
Organization and Management

The program coordinator should continuously work with other Community Colleges and with four year colleges and universities to design articulation agreements that will help the student make a smooth transition.

THE CURRICULUM

Introduction:

Building the curriculum is the core of any successful innovative program and takes careful planning, sharing, selecting, and evaluating by a planning group composed of administration and faculty, the Advisory Committee, and students. This planning group should identify the basic education objectives and course content: values, knowledge, practice principles and skills. Each core course should complement other subjects in the curriculum sequence and form a foundation for more advanced courses.

Basic issues and decisions concerning curriculum planning for Volunteer Program Management include 1) Should the curriculum be designed for specific occupational groups--e.g., Volunteer Directors in health, welfare, probation or other agencies--or for a more general educational experience? Although specific content may assist in quick attainment of employment, obsolescense occurs as occupational requirements change. Also, there is little opportunity for employment in a different setting.

2) What knowledge, abilities and skills would be the goals of student learning? At present, studies indicate that the content of associate degree courses vary considerably. However, there are some basics which a Director of Volunteers must have in order to perform effectively: the ability to analyze an organization to determine where and how volunteer efforts can be utilized most effectively; to plan how to effect needed change through volunteer efforts; to interpret situations and policies; to utilize resources and collaborate with others; and to evaluate results.

Finally, curriculum planning involves learning how to modify curriculum as changes occur. No one actually knows what changes will occur, only that change is certain. The trends for the next few years may include:

- New job classifications and services, not yet identified.
- The necessity to deal with an increasing complexity in organization and government because of the growth of population and urbanization.
- A more sophisticated clustering of volunteer positions.

A program of study should be planned that fulfills these criteria:

- A full-time faculty member, knowledgeable about volunteerism and the community, to be responsible for the development and administration of the program and to be given sufficient time for planning.

- Formation of an Advisory Committee representing professional Directors of Volunteers, community agencies and organizations, and educational institutions concerned with volunteer administration, and students.

- Specific courses in Volunteer Program Management skills to train students for employment.

- A foundation of general education to provide approximately one-half of the credit as well as additional courses in the major designed for articulation with the four-year institutions.

- The program identified and described as an autonomous occupational career in the college catalog

- Participation in educationally directed field experiences by students who major in Volunteer Program Management.

While these guidelines suggest a program of study, it is desirable that each college adapt its offerings to meet the needs of the local organizations and the students, and the special competencies of their instructors.

Before courses of study, or the type of educational program, are determined, sufficient time should be allowed administration and faculty to decide upon basic "building blocks" or foundation of the curriculum. To accomplish this, administrators should hire faculty and allow six months "lead time" to be used for program and curriculum development, which includes consultation with advisory groups, meetings with agencies and other college faculty, and with students.

In summary, learning experiences for associate degree students should provide exposure to the norms of volunteerism, exposure to attitudes and beginning acquisition of knowledge, skills and values exemplified by the profession. The program of study consists of three types of courses: core courses, indicating specific content relevant to the job of administering a volunteer program; supporting administrative and management courses; and general education courses required for the associate degree.

An essential part of the program is field instruction. This is generically a laboratory course. It is important that it be so structured that the student obtains an educational experience in the controlled environment of an agency setting, where he/she can participate in the administration of a volunteer program.

Curriculum Outline

The Sample Curriculum Outline suggests the recommended courses and the number of hours the student is expected to spend in class. Semester or quarter or module units should be determined by the individual college. Courses offered during the summer will help the student acquire the necessary number of units without too great a load during any one semester. Brief descriptions accompany all courses. The Volunteer Program Management core courses present a continuum of knowledge and although the suggested content should be offered in the program, other course titles may be used.

The recommended curriculum reflects the information gleaned at the two initial workshops, one held at Alexian Brothers Hospital, San Jose and one at the Community Hospital of Tarzana. These workshops were co-sponsored by the California Hospital Association and the Chancellor's Office, California Community Colleges. Following the workshops the Chancellor's Office sponsored a high priority project funded under the Vocational Education Act. Six campuses were identified and additional workshops were held to gain material needed for the curriculum. This Volunteer Program Management guide is the result.

It is recognized that this guide is a frame of reference and will not meet all needs and solve all problems, but it will help. There should be no hesitation in expanding, rejecting, or revising various parts. It was felt by those contributing that the content of the modules embraced the most basic learning experiences.

Core Curriculum

The core curriculum includes modules designed specifically to relate to the employment arena. A student who has completed a baccalaureate degree may enroll for the core curriculum to gain education and training for immediate employment or to update present skills. A Certificate of Proficiency should be awarded on completion of the core curriculum. Other students may come directly from high school, or as volunteers from within agencies, or as interested citizens. An associate degree program that includes the core curriculum, other courses directly related to the core known as "support" curriculum, and general education courses should be available.

An integral part of the core curriculum is the Cooperative Work Experience education. The student should have an opportunity for participation in community development, organizational change, and volunteer management. Cooperative education implies cooperation between the Community College,

the agency, the student, and the Instuctor in the assignment and evaluation of the educational work experience. Cooperative work experience education may be on the alternate semester plan, or as part of the regular semester. Students who are employed as full-time Directors of Volunteer Services and are gaining education and skills as part of this continuing education pattern may receive credit for work experience by designing a specific plan to meet requirements.

Cooperative Work Experience

Cooperative Work Experience is variously called field experience, field work, internship, practicum, work-study, cooperative education, etc.

The two chief patterns of work experience are paid or unpaid. Many programs now follow the JET model--jobs first, educate and train later.

The advantages of paid experience are: On a "real" job, motivation for learning is high. Financial help is often a necessity if the student is to stay in school; standards for competence and performance are raised for whole categories of workers; many learning experiences are available in the work-a-day world (for example, learning to fit into and function in a complex organization, and managing a work-load). Furthermore, the transition to "regular" jobs is easier if one first has had a "trainee" job.

The advantages of unpaid work experience are: Emphasis is upon the student's learning, not upon his assisting the agency in its functions; learning experiences can be more varied; they can be tailored more easily to each student's needs for growth and skill; the learning can be more easily used in other settings. Since this type of field instuction is broader and more varied, the requirements for successful study in a four-year school may be more easily met, if the student continues education.

Practicum seminars usually deal with problems and situations that the students find in their field placement, or in their own personal experiences. The instructor has the task of helping students understand the all-important connections and relationships between other classes, life experiences, and field instruction.

PLANNING AND IMPLEMENTING LEARNING EXPERIENCES IN COOPERATIVE WORK EXPERIENCE

Determining Learning Objectives or Goals

Learning objectives (or goals) depend on the competencies desired by instructors and students. At the end of the course, what should the student be able to do, and what kind of person should he be? Both students and instructors need to keep in mind the differences between work competencies, the ultimate goal of practice, and student competencies which focus on what the student needs to learn in order to do certain things and to be a certain kind of person.

Marlow lists the following as general learning goals:

1. Self-awareness to the degree that he can recognize and differentiate his own needs from those of his clients's. (The term client is broadly used throughout this manual and designates individuals, groups, and communities as applicable.)

2. An ability to move into accepting relationships with clients and a recognition of the range of feelings presented by them.

3. An incorporation of professional values and attitudes.

4. Development of practice skills in administrative methods and integration of classroom theory, to the degree that he can apply them appropriately to the field in the delivery of volunteer services in more than one setting.

5. Acquaintance with a variety of settings in related systems so that he can make appropriate referrals.

6. An understanding of some skill in methods of effecting social change and the development of attitudes of social responsibility.

7. Development of curiosity, i.e., a critical approach to theory and practice. Student should become receptive to new ideas and the need to test them, have concern for the way new knowledge has been obtained, and take responsibility for continuous learning. He should become aware of gaps in services and feel some concern for contributing to changes in policy or systems which may affect them.

Work Experience and Practicum Seminars

Students are placed in various agencies or organizations to learn through actual staff participation. The Work Experience and Seminar courses provide for a conscious integration and tying together of all of the student's learning experiences gained in class or in agency. A full-time summer placement program (hopefully with pay) has been suggested as an alternative for one semester of work experience.

Work Experience is essentially cooperative training between school and the agency. In the second semester the student spends one morning or afternoon at work, and in the third and fourth semesters ten hours a week (two mornings or afternoons). An integral part of all work experience is a seminar designed to help students integrate theory and practice.

In Work Experience and Seminar the student applies the values, concepts, and skills gained from the core courses to the actual process of administering some aspects of a volunteer program: in addition the student gains many new skills and abilities plus an exposure to the basic values of voluntarism.

Determining Content of Cooperative Work Experience Instruction

Content will consist of experiences that will probably combine all four aspects of learning: knowing, doing, feeling, and being. However, in planning to teach, it is sometimes easier to divide these total experiences into knowledge, skills and abilities, and attitudes and values.

Knowledge and Skills in Work Experience Instruction

Some persons equate work experience with the gaining of skills. Actually, gaining knowledge and attitudes are equally important. Various skills are considered necessary for practice. A partial list has already been given; others include communication skills, supervisory skills, interviewing and information gathering, working with community groups and organizations, resource mobilization and using existing resources, situation assessment (problem solving), problem development and implementation.

CORE CURRICULUM

The suggested modules in the core curriculum area:

Format

Each module outline uses the following format:

1. Title

2. Total number of hours per module. Some units of instruction include experiential learning: role playing, simulation techniques, field trips, that result in the need for additional time.

3. Course Description-suitable for a college catalog.

4. Performance Objective-measurable activities to be completed by the student. This is the basis for evaluation of both student and instructor.

5. Content-divided into major divisions and suggested units of instruction. Texts and references are listed in the bibliography section of the guide.

Support Courses

Support courses may be those which expand the student's background in a specific area, such as, health care, mental health, education, criminal justice, social work, etc. Students should be encouraged to enroll in courses to provide them with skills in administration, personnel management, interpersonal relations, and supervisory skills, etc. A person who has bilingual skills is considered to have great employment potential. Conversational Spanish is recommended. At least fifteen plus units should consist of "support" coursework.

General Education

For completion of an associate degree, California requires fifteen units drawn from at least one course in each: humanities, natural science, social science, and learning skills. Community College catalogs list the requirements for graduation.

One resource that can serve as a planning guide for the development of a Volunteer Program Management curriculum is SOCIAL SERVICES, A SUGGESTED ASSOCIATE DEGREE CURRICULUM, Chancellor's Office, California Community Colleges, Sacramento, revised 1973. The core courses and bibliography, plus the various evaluation and educational charts in the appendices, will prove valuable in planning and developing the new curricula. As a program related to the social/human services, Community College administrators will find the Volunteer Program Management curricula can be designed as an "option" to the Social Services program.

VOLUNTEER PROGRAM MANAGEMENT

Sample Curriculum Outline
For Certificate Program

Broad Topic for Specific Courses	Hours	Units
FUNDAMENTALS OF VOLUNTEER ORGANIZATION AND MANAGEMENT		
Modules		
The Evolution of Volunteerism	18	1
Structural Patterns of Volunteer Organizations	18	1
Administrative Requirements	18	1
FUNDAMENTALS OF VOLUNTEER PROGRAM DEVELOPMENT		
Modules		
Understanding the Community	18	1
Ways of Getting from Here to There	18	1
Internal and External Public Relations	18	1
PROGRAM MANAGEMENT AND MAINTENANCE		
Modules		
Recruitment and Training	12	
Job Development (These modules may be offered together	6	1
Retainment of Volunteers in same time-frame)	18	1
ORGANIZATIONAL CHANGE		
Modules		
The Individual and His/Her Relationship to the Organization	18	1
Groups, Group Processes and Organizations	18	1
Interpersonal Relations in a Social Environment	18	1
Subtotal	98	11
Work Experience in a specific field (hospital, social welfare, corrections, youth authority, business industry)	216	3
Related Class for the Cooperative Work Experience	18	1
Subtotal	234	15
Support Courses (Six units of the following)	54	6
Elements of Supervision		
Business Management		
American Minorities		
Psychology of Personality		
Introduction to Human Services		
Total Hours for Certificate	288	
Total Units for Certificate		21

VOLUNTEER PROGRAM MANAGEMENT

Curriculum Outline

FUNDAMENTALS OF VOLUNTEER ORGANIZATION AND MANAGEMENT

Module 1: The Evolution of Volunteerism

Estimated Hours: 18

Course Description: This course will introduce the student to the field of volunteer program management. It reviews historical patterns and philosophical bases for volunteer effort, and their relationship to current trends in the United States. Explores motivational factors and job satisfaction.

Module 2: Structural Patterns of Volunteer Organizations

Estimated Hours: 18

Course Description: This course provides an understanding of similar patterns in the organization of volunteer programs, formal structures that lead to implementation of plan. Provides skills in creating a volunteer organization, recognizing variations in patterns according to need. Introduces the student to the basic responsibilities of the administrator of a volunteer program.

Module 3: Administrative Requirements

Estimated Hours: 18

Course Description: This course outlines the basic concepts of a Director of Volunteer Services and the role of the position. Defines management functions, interpersonal relations with the volunteer staff, the client and the community; explores external relationships necessary for a well-functioning program. Reviews ethical and legal aspect as criteria for appropriate services and includes means of utilizing available resources.

FUNDAMENTALS OF VOLUNTEER PROGRAM DEVELOPMENT

Module 4: Understanding the Community

Estimated Hours: 18

Course Description: This course will enable the student to find out and understand how the human service needs of the community are met: how they are enhanced, where the power is, what the public and voluntary systems are. Functions and dysfunctions will be covered as well as gaps and duplications. Ways in which volunteers can meet needs will be covered thoroughly.

Module 5: Ways of Getting from Here to There

Estimated Hours: 18

Course Description: This course will give the student practical methods of analysis and development of goals and objectives for individual volunteer programs. It will include indepth, in force field analysis, time management, interagency collaboration and financing.

Module 6: Internal and External Public Relations

Estimated Hours: 18

Course Descriptions: This course will emphasize team building between staff volunteers and clients in order to make an agency volunteer program welcome, as well as beneficial. The volunteer in change efforts will be analyzed, especially in regard to risk-taking, knowledge gathering and influence. The use of the media as an integral part of public relations will be explored. Program selling is the focus of the course.

PROGRAM MANAGEMENT AND MAINTENANCE

Module 7: Recruitment and Training

Estimated Hours: 12

Course Description: Once agency staff and administration has determined that there are needs which can be fulfilled by volunteers, the next step is to recruit, orient, train and place volunteer staff. This course will explore the mechanics of recruitment so that both agency and volunteer needs are met. It will analyze the ingredients of an orientation and training program which will provide effective volunteers. Students will also learn interviewing and placement techniques so that the right volunteer is placed in the right job.

Module 8: Retainment of Volunteers

Estimated Hours: 18

Course Description: One of the most frequent complaints by paid staff about the volunteer program is the frequent turnover of volunteers. In order to retain volunteers they must have a sense of motivation, feel an integral part of the agency, and realize that they are contributing significantly to the organization's efforts.

This course will help the student realize the difference in supervising volunteers and paid staff--and also the similarities. It will teach some of the fundamentals of motivation, how to plan and run effective meetings of all kinds, establishing an awards and recognition program for volunteers, effective record keeping for the volunteer program, and program evaluation.

Module 9: Job Development

Estimated Hours: 6

Course Description: Before a volunteer program is attempted it is necessary that many different things be well thought out; such as: what the needs are of the agency and its clients, and how can volunteers fulfill these needs. This course will help the student learn to analyze what needs can be appropriately filled by volunteer staff, how volunteers should interact with paid staff, and how to set specific goals and objectives for the volunteer programs.

ORGANIZATIONAL CHANGE

Module 10: The Individual and His/Her Relationship to the Organization

Estimated Hours: 18

Course Description: Examines personal and social interaction in groups and organizations. Considers the individual in relation to his or her own personal growth, leadership style and interpersonal relations in the context of groups and organizations.

Module 11: Groups, Group Processes and Organizations

Estimated Hours: 18

Course Description: Examines the nature of groups and the group process. Considers roles and skills involved in group participation and leadership.

Module 12: Interpersonal Relations in a Social Environment

Estimated Hours: 18

Course Description: An introduction to the process of organizational change with emphasis on planned change. Considers the dynamics of change, and the relationship of change to the individual, groups and organizations. Examines goals and strategies of social change.

COURSE CONTENT FOR SPECIFIC MODULES

FUNDAMENTALS OF VOLUNTEER ORGANIZATION AND MANAGEMENT

Module I: The Evolution of Volunteerism

Estimated Hours: 18

Course Description: This course will introduce the student to the field of volunteer program management. It reviews historical patterns and philosophical bases for volunteer effort, and their relationship to current trends in the United States. Explores motivational factors and job satisfaction.

Performance Objectives:

Student will:

1. Understand historical impact on volunteer services
2. Review philosophy of volunteering
3. Explore motivational factors
4. Learn to define core curriculum terminology
5. Understand differences between formal and informal volunteer activity
6. Discern opportunities for service
7. Develop basic skills for building a program

I. Historical Patterns

A. World History

1. Review of interdependence of man
2. Influences of religious orders
3. Acceptance of Good Samaritan image
4. Basic concepts of alienated and unalienated labor
5. Suggested research: Marxism as a Christian concept

B. U. S. History

1. Pre-revolutionary interdependence
2. The Continental Congress as a volunteer program
3. How the west was won
4. Times of national crisis

a. Civil War hospital volunteers
b. World War I and women's lib
c. The Red Cross in it's shining hours

5. The Direct Descendants

a. Volunteer Fire Departments
b. United Way
c. Volunteers in the public tax supported sector - The Social Security Amendments of 1967.

II. THE PHILOSOPHY OF VOLUNTEERING

A. Theory of Volunteerism

1. Judeo-Christian influences
2. Democratic processes

a. Comparisons with authoritarian societies
b. Freedom of choice and expression

B. Motivational Factors

1. Who Volunteers

a. Societal trends
b. Socio-economic factors
c. Cultural influences
d. Urban/suburban/rural populations
e. Age groups

2. Why Volunteer

a. Social conscience
b. Self image
c. Obligation
d. Peer group acceptance
e. Specific skills
f. Special interest

3. Relation to Services

a. Task satisfaction
b. Interest
c. Skills
d. Availability
e. Need

4. Opportunity of Service

a. Recognition of Need for Service

(1) Community process
(2) Individual sources

b. Development of Program

(1) Informal liaison
(2) Formal structure
(3) Outside impetus

Module 2: Structural Patterns of Volunteer Organizations

Estimated Hours: 18

Course Description: This course provides an understanding of similar patterns in the organization of volunteer programs, formal structures that lead to implementation of plan. Provides skills in creating a volunteer organization; recognizing variations in patterns according to need. Introduces the student to the basic responsibilities of the administrator of a volunteer program.

Performance Objectives:

Student will:

1. Learn the different kinds of structural components for a volunteer organization
2. Be able to determine the functions and need for structure
3. Learn the rudiments of organizational structures
4. Increase awareness of written documents, bylaws, policies, and procedures
5. Understand the different settings for volunteer services
6. Make comparisons between kinds of organizations and needs of utilizing agencies
7. Learn how organizations function without and with paid staff

I. Structural Purposes

1. Continuity
2. Impact
3. Social Need
4. Economic Necessity
5. Facilitation
6. Expression of Opinion
7. Collective Processes

(This segment can be done through role playing.)

II. Functions

1. Definition of Need
2. Goal Setting
3. Meeting Objectives
4. Implementation of Program
5. Development of Policy
6. Career Lattices

III. Organizational Patterns

1. Bylaws
2. Policies and Procedures
3. Governing Board

   a. Structure
   b. Role
   c. Responsibilities

4. Membership

a. Functions
b. Responsibilities

IV. Settings

1. Public Agencies and Institutions

a. Health and Welfare
b. Governmental Agencies
c. Community Agencies
d. Service Clubs

2. Business Community

a. Corporate Entities
b. Business Affiliated

V. Administrative Patterns

A. Volunteer Administrators

1. Definitions
2. Organizational Needs

B. Salaried Staff

1. Organizational Charts
2. Lines of Responsibility
3. Budgetary Considerations

Module 3: Administrative Requirements

Estimate Hours: 18

Course Description: This course outlines the basic concepts of a Director of Volunteer Services and the role of the position. Defines management functions, inter-personal relations with the volunteer staff, the client and the community; explores external relationships necessary for a well-functioning program. Reviews ethical and legal aspect as criteria for appropriate services and includes means of utilizing available resources.

Performance Objectives:

Student will:

1. Learn the management functions of the Director of Volunteer services
2. Learn the importance of proper budgeting techniques
3. Relate to the planning skills for a successful program
4. Recognize the need to cope with varying personality factors
5. Develop basic concepts of the governing Board and paid staff relationships
6. Learn how to relate basic needs to other Community organizations
7. Learn how to judge appropriate services
8. Develop a basic resource list and vocabulary

I. Role of the Director of Volunteer Services

A. Management Functions

1. Supervisory capacities
2. Budgeting techniques

a. Agency
b. Volunteer organization

3. Training

a. Overall responsibility
b. Techniques of teaching adults

4. Planning

a. Needs
b. How-to

B. Interpersonal Relations

1. Agency

a. Lines of authority
b. Sources of conflict

2. The Client

a. Defining
b. As recipients

3. Membership

a. Lines of communication
b. Limitations

4. Paid Staff

a. Utilizing agencies
b. Internal structures

C. External Relationships

1. Public agencies
2. Private sector
3. Business sector
4. Inter-agency

II. Criteria for Service

A. Legal Aspects

1. Governmental regulation
2. Labor restrictions

B. Ethical Considerations

1. Standards of service
2. Sociological implications

III. Resources

A. Availability

1. Publications
2. Organizations
3. Educational programs
4. Audio-Visual aids

B. Utilization

1. Skill building
2. Recruitment
3. Recognition
4. Training

FUNDAMENTALS OF VOLUNTEER PROGRAM DEVELOPMENT

Module 4: Understanding the Community

Estimated Hours: 18

Course Description: This course will enable the student to find out and understand how the human service needs of the Community are met: how they are enhanced, where the power is, what the public and voluntary systems are. Functions and dysfunctions will be covered as well as gaps and duplications. Ways in which volunteers can meet needs will be covered thoroughly.

Performance Objectives:

Student will:

1. Learn how to analyze the community
2. Learn how to relate the public, private and political systems to each other
3. Understand community needs and resources
4. Relate volunteer service to needs and resources
5. Learn how to collect community information
6. Learn the fundamental guidelines for volunteer program development.

I. Process of Planned Community Development

A. Logistics of course
B. Process of planned community developments in human services

1. Who knows the history (local)?
2. Who has the money?
3. How is it allocated?
4. What is the process?
5. Where does the input come from?
6. What planning is involved?
7. Who is involved? (Possible panel with public agency/United Way staff, etc.

C. Revenue sharing, school financing and planning resources: surveys, directory library material, material in city hall, etc.

II. Community Diagnosis Skills

A. What is power?
B. How to harness power to program

1. Direct and indirect approaches

C. Discussion of how to apply all above information to diagramming the local community

III. Community Systems and Subsystems

A. The public agencies-information gathering and dissemination
B. The private agencies)
C. The arts) Specific information about all agencies to
D. Religion) be gathered and shared

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E. Politics -- the political structure -- how it affects human services agencies. How people working within the political system and those outside can fill unmet needs.

IV. Problems and Causes of dysfunctions

A. Communication

1. What is it?
2. Does it exist -- if not, why not?
3. Is it working -- if not, why?

B. Comprehension among groups, business, socio economic, age sex

1. Who really cares about whom?

C. Duplications and gaps in human needs services research and identify these from preceeding information.

1. Discussion of priority setting; who can help whom?

V. Needs Assessment for Program Development

A. How to make the community a better place

1. Finding all the things needed to close one gap.
2. Listing of all resources
3. Problem solving from priority from the listings

B. Ways of linking people to problems

1. Helpers to clients
2. Clients to helpers

VI. Program Development

A. How to work with community/agency staff to hear their goals

1. How to have input into the goals with information gathering
2. How to influence decision making

(Role playing with comments, re-plays, etc., could be used here)

B. Selling the volunteer program to the community

1. Who will be responsible? Supervision problems/Insurance problems
2. What jobs can be done for the organizations?
3. When can the programs start?
4. Where are the volunteers -- How many different kinds of volunteers will fit where?

C. Guidelines for volunteers

1. Rights - (Samples available or can be drawn up in class)
2. Responsibilities
3. Accountability

Summary testing and evaluation

FUNDAMENTALS OF VOLUNTEER PROGRAM DEVELOPMENT

Module 5: Ways of Getting from Here to There

Estimated Hours: 18

Course Description: This course will give the student practical methods of analysis and developments of goals and objectives for individual volunteer programs. It will include in depth practice in force field analysis, time management, interagency collaboration and financing.

Performance Objectives:

Student will:

1. Learn how to plan a specific program within a specific time frame.
2. Plan to use time efficiently
3. Deal with people effectively
4. Learn how to work with people in other agencies
5. Learn how to share scarce resources
6. Find ways of financing volunteer programs

I. Volunteer Program Development for Agency Visited

A. A visit to an agency and interview to see what is needed.
B. Analysis and development of goals and objectives for individual
C. How to apply above learning to own situation

II. Time Management, a Teaching Technique

A. Dynamics of dealing with people without wasting time
B. Setting up an efficient office (physical arrangements)
C. Short cuts for efficiency

1. Clear memos
2. Using the telephone well
3. Making lists
4. Doing the hard things first
5. Coping with interruptions

D. Charting objectives according to a time schedule (add realistic timing to A-3 above)

III. Interagency Collaboration

A. Advantages and disadvantages
B. Which agencies fall into collaborative patterns

1. Which ones do not?
2. Can volunteers bring these together? How?

C. Sharing of volunteer resources i.e., Girl Scouts as friendly visitors to the aged.

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D. Dealing with the threats to the agencies of #C
E. How to get agencies to sit down together around a table. Planning a comfortable meeting

IV Financing

A. Volunteer programs cost money

1. Getting agencies to spend volunteer money - Proving the value

B. Estimating planning expenses for a volunteer program
C. Grantmanship

1. Resources of grants

a. How to find lists of foundations
b. Fundamentals of writing proposals to private foundations

D. Fundamentals of writing proposals for revenue sharing, public tax money
E. How to approach local officials personally

(might use roleplays)

F. Ways to raise small amounts of money

1. Working with auxiliaries
2. Bake sales, garden calendars, creative projects

a. How to market?

G. Keeping track of the money

1. Setting up a budget
2. Keeping a budget
3. Planning ahead

H. Summary and testing and evaluation

FUNDAMENTALS OF VOLUNTEER PROGRAM DEVELOPMENT

Module 6: Internal and External Public Relations

Estimated Hours: 18

Course Description: This course will emphasize team building between staff volunteers and clients in order to make an agency volunteer program welcome as well as beneficial. The volunteer in change efforts will be analyzed especially in regard to risk taking, knowledge gathering and influence. The use of the media as an integral part of public relations will be explored. Program selling is the focus of the course.

Performance Objectives:

1. Sensitivity to staff threatened by volunteers
2. Sensitivity to volunteers threatened by staff
3. Ways of overcoming resistance
4. When to take risks
5. How to influence people
6. How to work with others to influence for change
7. How to work with radio, T.V., press
8. How to create written publicity material
9. Fundamentals of speaking effectively
10. How to sell a volunteer program to agency/administration/organization volunteers

I. Integrating Paid Staff and Volunteer Efforts - Team Building

A. All the reasons volunteers can help
B. All the thing volunteers can do
C. All the reasons volunteers can't help
D. All the things volunteers can't do
E. Putting all this together
F. Learning ways of getting volunteers and staff to work together
G. Open communication
H. Staff-volunteer-client team

II. Role and function of the volunteer in relation to change efforts

A. Risk taking
B. Knowledge gathering
C. Collaboration with others
D. How and where to put pressure - influencing decision making from the bottom up

III. Use of the Media - Publicity

A. How to write for the media
B. How to speak for the media
C. Local radio - what it expect
D. Local T.V.
E. Local press - what it expect
F. Brochures
G. Flyers - Mailing, door to door
H. Posters

IV. Public Relations as a total picture

A. Selling the agency
B. Selling the volunteer job
C. Selling the program
D. Finding and working with organizations

1. Analyzing different kinds of organizations and varying approaches to suit the organization

E. Selling the volunteer
F. Summary, testing and evaluation

PROGRAM MANAGEMENT AND MAINTENANCE

Module 7: Recruitment and Training

Estimated Hours: 12

Course Description: Once agency staff and administration have determined that there are needs which can be fulfilled by volunteers, the next step is to recruit, orient, train and place volunteer staff. This course will explore the mechanics of recruitment so that both agency and volunteer needs are met. It will analyze the ingredients of an orientation and training program which will provide effective volunteers. Students will also learn interviewing and placement techniques so that the right volunteer is placed on the right job.

Performance Objectives:

Student will:

1. List characteristics required by a competent volunteer
2. Develop recruitment techniques
3. Develop selection techniques to fit a variety of agency needs
4. Write a plan for recruitment and training for a specific agency

I. Recruitment - Do's and Don'ts

A. Decide what kind of volunteers will be required

1. Individual characteristics needed
2. Will staff accept all of these characteristics?

B. Determine how many volunteers you need and how many you want to start with

1. Dangers of over-recruitment
2. Dangers of under-recruitment
3. Walk-ins

C. Untapped sources of volunteers: working with the non-traditional

D. Determine how and where to find the characteristics you want

1. How

a. Selective recruitment

1. define goals and target groups
2. define where individuals possessing certain skills and characteristics are likely to belong
3. define selling points according to:

a. whom you want to attract
b. the level of service required
c. the interest, concerns, and attitudes of the particular target group

4. define what you want to convey about the program, your needs and theirs

b. Mass recruitment from community at large

c. Select methods and materials

2. Where (sources of volunteers)

E. Determine who is to recruit

1. Staff
2. Volunteers

F. Determine when to recruit

II. Orientation and Training of Volunteers

A. Difference between orientation and training

1. Orientation is introduction of the volunteer to the agency; this is a generic program which all volunteers, no matter what their agency function, should attend.
2. Training refers to the specific job duties that specific volunteers will be performing

B. Sample outline of orientation sessions: (paid staff should participate as much as possible)

1. Introduction: an informal group session designed to introduce the volunteers to the agency, to agree upon objectives to be achieved and to begin an establishment of "we-ness" among participants. Included discussions of expectations and responsibilities of both the agency and the volunteer.
2. Tour of the agency -- physically orient volunteers to the setting and introduce them to key people
3. What volunteers do -- discussion of how volunteers function in the agency, how they enhance the programs
4. How does a volunteer help -- characteristic ways of helping used by volunteers
5. The agency team -- role and functions of various agency employees; how staff and volunteers function as a team
6. Agency values -- presented and discussed in terms of volunteer function
7. Evaluation of orientation and identification of future learning needs

C. Training program

1. Extent and timing of training
2. Training small groups of volunteers
3. The specifics of the job

III. Interviewing and Placement

A. Why interview?
B. How to interview
C. Placing the volunteer
D. Terminating the interview
E. Evaluating the interview

PROGRAM MANAGEMENT AND MAINTENANCE

Module 8: Retainment of Volunteers

Estimated Hours: 18

Course Description: One of the most frequent complaints by paid staff about the volunteer program is the frequent turnover of volunteers. In order to retain volunteers they must have a sense of motivation, feel an integral part of the agency, and realize that they are contributing significantly to the organization's efforts.

This course will help the student realize the difference in supervising volunteers and paid staff - and also the similarities. It will teach some of the fundamentals of motivation, how to plan and run effective meetings of all kinds, establishing an awards and recognition program for volunteers, effective record keeping for the volunteer program, and program evaluation.

Performance Objectives:

Student will:

1. List criteria for selection of a supervisor of volunteers
2. Role-play supervisor/volunteer interpersonal relation techniques
3. Participate in group process as leader, as participant from community, as volunteer
4. Develop a system for record keeping of information needed in a volunteer program

I. Supervision of Volunteers[1/]

A. Functions of the supervisor

1. Increase knowledge of their staff
2. Help staff add to its skills
3. Challenge staff performance
4. Influence staff attitudes

B. Depending on the organization and the budget, the supervisor of volunteers may also be responsible for all facets of the volunteer program; in other situations, the job is fragmented.

C. Developing a personal relationship with the volunteer

D. The supervisor should be alert to volunteers who are capable of advancement

1. What opportunities are offered for volunteer promotion?
2. What encouragement is given the volunteer to change and upgrade his position?

1/ This is not intended to be a full course in supervision. A class in supervision is strongly recommended.

II. Recognition

A. Recognition is one of the rewards of volunteer work
B. Forms a basis for motivation
C. Ways of giving recognition

1. Personal praise of the volunteer on the job
2. Letters and postcards of thanks
3. Involving the volunteer in decision-making
4. Identifying the volunteer so that others may recognize him/her through uniforms, pins, badges, etc.
5. Recognition of a special contribution that a volunteer has made - article in the house organ and/or local newspaper
6. Giving the volunteer a more complex assignment
7. Telling committees and boards about the volunteer's work
8. Special event award meetings

D. Reasons for giving recognition may be:

1. Interest shown by the volunteer
2. Dependability, promptness, usefulness
3. Initiative on the job
4. Quality and continuance of service
5. Extraordinary service given
6. Complete fulfillment of a job

E. Special Awards

1. May be given at annual meetings or special recognition parties such as teas luncheons or dinners
2. Volunteers may help plan and carry out the party
3. Some organizations give Certificates of Appreciation, for specific tasks done or specified hours of service
4. Some groups have a variety of awards with criteria developed for various services
5. Drawbacks of giving awards for hours alone: does not recognize the uniqueness of the individual and the contribution they have made

III. Running Effective Meetings

A. No matter what the purpose of the meeting - whether for three or 30, it should be planned beforehand
B. Know what the audience will be and what your desired outcomes are
C. Be conscious of the physical arrangements: space, seating, parking, room temperature, etc.
D. The invitation process is crucial - can be a telephone call or written
E. Be prepared to start on time - or if that isn't possible, to involve those who come early in some way.
F. If you have an agenda with specific time-frames, it will be easier to deviate from it and yet feel comfortable
G. End on time - or get the consensus of the group as to whether they should stay longer rather than have another meeting
H. Consider: is a meeting really necessary? Could the matter be taken care of by phone or mail?

IV. Record Keeping

A. Common record keeping faults to avoid:

1. Elaborate and incomprehensible statistics
2. Outdated and useless card files
3. Duplicate forms and records
4. Unnecessary information requested
5. Records scattered among too many staff and committee members

B. To eliminate these common problems:

1. Have an annual housecleaning to eliminate what is no longer useful or necessary
2. Evaluate registration and other forms to determine if questions are: pertinent, brief, understandable
3. Have a central file location
4. Try to generally streamline procedures
5. Keep accurate records - it provides a continuity of the program

C. The forms themselves

1. What kind of forms are useful for entry?
2. What kinds of forms are useful for evaluation?
3. How do you measure consumer change, volunteer change, and quality of performance?
4. How do you keep track of services and hours?
5. Do you have to invent your own forms, or are there organizations that are already using forms that would suit your purposes?

D. Categories of records

1. Volunteer personnel records: for the purpose of job classification, promotion, demotion or firing, and recognition
2. Program files: catalogs the different volunteer jobs available, the skills required, hours of duty and numbers of volunteers needed
3. Budget and expense files

VI. Program Evaluation

A. Methods of Evaluation

1. Statistics compiled from records
2. Surveys taken door-to-door, by telephone, by mail questionnaire, by spot check of membership, through an ad hoc committee

B. Areas to be evaluated

1. The program itself: is it performing the objectives
2. The volunteers: are they, as a group and as individuals, performing in a satisfactory manner
3. The recruitment program: are you obtaining the right type and number of volunteers

4. The orientation and training program: are volunteers sufficiently prepared
5. Fund raising: have you met your monetary goals
6. Job descriptions: do they adequately represent the work to be done

PROGRAM MANAGEMENT AND MAINTENANCE

Module 9: Job Development

Estimated Hours: 6

Course Description: Before a volunteer program is attempted, it is necessary that many different things be well thought out; such as: what are the needs of the agency and its clients, and how can volunteers fulfill these needs. This course will help the student learn to analyze what needs can be appropriately filled by volunteer staff, how volunteers should interact with paid staff, and how to set specific goals and objectives for the volunteer program.

Performance Objectives:

Student will:

1. Develop goals and objectives for a variety of agencies
2. Analyze the career ladder for a volunteer coordinator/director
3. Chart various roles of volunteers in relation to tasks and job analysis
4. Develop a budget for a volunteer program

I. Needs assessment

A. Know your agency: what are its goals, both long and short range?
B. What are the agency functions?
C. Whom does the agency serve?
D. What is the agency organizational structure?
E. What are the funding sources?
F. What are the agency's priorities?

II. Clarify reasons for utilizing volunteers

A. How can volunteers fulfill the needs of the organization?
B. Are there any agency personnel now filling needs or slated to in the future?
C. What jobs are appropriate for volunteers?
D. What is the expected impact of volunteer jobs?
E. Are volunteer jobs meaninful and relevant to the heart of the agency's objectives or client services?
F. Will agency staff accept volunteers in all these roles?
G. Who will be responsible for the volunteers - their recruitment, training, supervision, etc.?
H. When can the volunteer program best be initiated with an agency program?

III. The costs of a volunteer program

A. Staff time for administering the program
B. Time for personnel to work with volunteers
C. Physical space and materials needed for a program
D. Reimbursement of volunteer expenses
E. Costs of promotion, recruitment, record-keeping, awards, etc.

IV. Development of volunteer positions

A. Job requirements
B. Personal skills
C. Expected frustrations
D. Rewards
E. Time commitment
F. Reporting consistency
G. Type of client (if applicable)
H. Staff and volunteer teammanship

ORGANIZATIONAL CHANGE

Module 10: The Individual and His/Her Relationship to the Organization

Estimated Hours: 18

Course Description: Examines personal and social interaction in groups and organizations. Considers the individual in relation to his or her own personal growth, leadership style and interpersonal relations in the context of groups and organizations.

Performance Objectives:

Student will:

1. Develop awareness of one's own style of human interaction and one's strengths and weaknesses in relation to effective leadership and participation
2. Develop listening and communication skills in the context of understanding the problems and needs of others toward the achievment of common goals
3. Demonstrate techniques for breaking down barriers to communication
4. Demonstrate awareness of the human potential of oneself and others to learn, to grow and to participate in goal achievement, etc.

I. Interpersonal Relations and Communication

A. Factors basic to all communication
B. Communication dependent upon human relationships
C. Barriers to communication

1. Differences in cultures in use of verbal communication and gestures
2. Negative emotions hampering communication
3. Second language hampering communication
4. Biases and prejudices

D. Overcoming Barriers to Communication

1. Self awareness
2. Self acceptance
3. Respect for and acceptance of other cultures and life styles
4. Developing mutual goals and respect

II. Leadership and Management Styles

III. Conflict Management

ORGANIZATIONAL CHANGE

Module II: Groups, Group Process and Organizations

Estimated Hours: 18

Course Description: Examines the nature of groups and the group process. Considers roles and skills involved in group participation and leadership.

Performance Objectives:

Student will:

1. Demonstrate awareness of the nature of groups and the processes of group development
2. Demonstrate techniques of group leadership and participation
3. Demonstrate knowledge of organizational structure, functions and behavior

I. Kinds of Groups

A. Formal
B. Informal
C. Purposes
D. Groups vs. individual purpose

II. Group Process

A. Elements in the Group Process

1. Growth of trust and openness
2. Growth of values (leading to common objectives)
3. Growth of group identity
4. Growth of friendship, groupings (cliques) within a group
5. Fringe members
6. Those excluded from the group

III. Executive Processes

A. Responsibility for the Group for Getting the Group's Work Done
B. Role of the Worker in Relation to the Executive Process (often volunteer is enabler, consultant, information giver and expediter)

IV. Group Leadership

A. Skills in group leadership

1. Learning how to observe groups and persons in them
2. Learning how to participate
3. Group meetings

a. Rules of procedure
b. Minutes
c. Reports, etc.

4. Roles in group leadership

   a. Encourager
   b. Senior member
   c. Leader (president, chairman, director)
   d. Consultant (who can get and share information)

5. Using insights and skills achieved in person to person relationships
6. Team building

V. Organizations

A. Kinds of organizations
B. Purpose, structure, functions and roles
C. Communication networks
D. Organizational politics

ORGANIZATIONAL CHANGE

Module 12: Interpersonal Relations in a Social Environment

Estimated Hours: 18

Course Description: An introduction to the process of organizational change with emphasis on planned change. Considers the dynamics of change, and the relationship of change to the individual, groups and organizations. Examines goals and strategies of social change.

Performance Objectives:

Student will:

1. Demonstrate awareness of conditions promoting change
2. Demonstrate techniques for utilizing theory of change as a volunteer administrator

I. Dynamics of Change

A. Social Change

1. Changing conditions and situations
2. Changing values
3. New demands because of changing conditions and values

B. Social Change through Social Action

1. Definition
2. Decision-making and power
3. Social change effect through:

a. ground-swell of sentiment
b. Changing values
c. Changing politics and policies of government and other agencies
d. other agencies
e. Changing laws

C. Strategies of Social Change

1. Power of Groups

a. Groups as vehicles of social change
b. Social change at a local level

2. Worker roles and tasks in social change

a. Working as:

1. representative of agency
2. representative of consumer or professional agency
3. a concerned citizen

II. Organization Analysis

A. Kinds of organization
B. Purpose, structure, functions and roles
C. Communication networks
D. Organizational politics
E. Organizational dysfunctions

III. Social Change

A. Necessity of social change

1. Changing conditions and situations
2. Changing values
3. New demands because of changing conditions

B. Social change through social action

1. Definition
2. Decision-making and power
3. Social change effected through:

a. Ground-swell of sentiment
b. Changing values
c. Changing politics and policies of government and other agencies
d. Changing laws

C. Roles and Tasks

1. Enabler and expediter
2. Advocate
3. Teacher
4. Mobilizer
5. Community planner

D. Strategies of social change

1. Learning about influence and power

a. Power sources and decision makers
b. How laws and policies are made
c. Influence groups, including enhancing influence of own group
d. Intervention points to wield power

2. Choice of group strategies on social change: "Which pays the best?"

a. Consensus
b. Conflict - compromise
c. Demonstration and confrontation
d. Polarization of attitudes concerning social change
e. Violence of opinion: Who gives? Who loses?

E. Specific skills and abilities in social change at the associate degree worker level

1. Knowledge of local concertions and people
2. Observation, assessment, planning at local level
3. Abilities as a bridge person
4. Abilities in group participation and leadership
5. Abilities in working with other groups and coalitions

F. Developing Alternatives
G. Director of Volunteers as an Agent of Change

APPENDIX

CAREER LATTICE

REFERENCES

THE CAREER LATTICE

The "steps" in the career lattice are as follows:*

DIRECTOR OF VOLUNTEER SERVICES

The chief paid administrator of a volunteer services department, the Director is part of top administration, and usually reports directly to the executive of the organization.

The Director plans, develops and implements policies, standards and procedures of volunteer participation; plans and organizes volunteer orientation and training; manages the central office, including staffing and record-keeping; develops and directs the budget; promotes public relations and education; participates in professional meetings.

The Director must have experience and education; participates in professional meetings.

The Director must have experience equivalent to a masten's degree, plus three years' administrative or supervisory experience.

ASST. DIRECTOR OF VOLUNTEER SERVICES

Under direction of the Director, the Asst. Director carries particular delegated responsibilities. The position requires the equivalent of a master's degree, plus one year administrative or supervisory experience.

PROGRAM DIRECTOR

Under direction of the Director, the Program Director carries delegated responsibilities with special service emphasis (e.g., RSVP, Student Volunteers, etc.).

COORDINATOR OF VOLUNTEER SERVICES

Under direction of the Director, the Coordinator administers a division within a complex organization. The Coordinator plans, develops and implements policies and standards within the division, and manages recruitment, orientation, evaluation and recognition of volunteers in that unit.

ASST. COORDINATOR OF VOLUNTEER SERVICES

Under direction of the Coordinator, the Asst. Coordinator carries particular delegated responsibilities.

*This was taken from the U. S. Department of Labor, Division of classification, Directory of Occupational Titles, Revised 1974.

SUPERVISOR OF VOLUNTEERS

The Supervisor directly supervises volunteers in a particular project or work area and makes evaluative input to the program development and planning process. Working with staff and community groups as assigend, the Supervisor plans and carries out operational responsibilities as assigned, develops specific volunteer assignments, recruits volunteers for those tasks, trains staff and keeps records of donations and services.

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VIDEO FILMS

Challenging and Changing the Criminal Justice System

Volunteers In Probation, A Division of the National Council on Crime and Delinquency, 200 Washington Square Plaza, Royal Oak, Michigan 48067.

TV tape cassettes, excellent quality and color

Selection, Orientation, Training and Supervision of Volunteers	Length
Robert Moffitt -- Management, Funding, Research, Board Members, Administration (includes 14 minute slide presentation)	60 Minutes
Judge Keith J. Leenhouts -- Mechanics of a Volunteer Program	30 Minutes
John Stoeckel, Director, Volunteer Services, Hennepin County, Minnesota (Minneapolis) Interviews:	
The One-to-One Volunteer	28 Minutes
Pre-Sentence Reports Utilizing Volunteers	28 Minutes
Administration and Management	28 Minutes
Slides of One-to-One Volunteers (Pre-sentence Volunteers, Volunteer-Professional Team)	45 Minutes

VIDEO FILMS (Continued)

Looking At Volunteers	Length
W. Peter Kramer (Interview) -- A Volunteer's Story	60 Minutes
Barbara Kerby (Interview) -- A Woman Volunteer and Administration of a Women's Volunteer Program	60 Minutes
Bob and Betty (Interview) -- A Probationer's View	50 Minutes
Donald Amboyer (Interview) -- A Coordinator's View of Volunteers	30 Minutes
Film (VIP-NCCD) -- Help Me Please	30 Minutes
Volunteers and Prosecutors	
Richard McPartlin -- Diversion at the Prosecutor Level - Includes discussion on the Kalamazoo, Michigan Citizens Probation Authority program	60 Minutes
Richard McPartlin -- Case Histories of Volunteer Involvement	30 Minutes
College Students -- Volunteer Programs	
John Cauley -- Use of College Students in the Volunteer Movement	60 Minutes
Jeanne Carney -- ACTION - National Student Volunteer Programs	28 Minutes
Special Categories	
James Spivey, Sharon Clark, Rev. Archie Rich -- Volunteers and Minorities	60 Minutes
Sharon Clark -- Volunteers Working with Prostitutes	30 Minutes
James Spivey -- Role of Ombudsman and the We Care, Inc. Program (Detroit)	30 Minutes

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